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ABSTRACT

Information on Project Turning Point, an educational equity model for mature minority women at the nontraditional State University of New York College at Old Westbury, is presented in this report. Minority women have essentially been locked out of mobile careers due to sexual and racial discrimination and lack of adequate preparation in mathematics. The project designed to encourage and support minority women to enter and succeed in four-year arts and sciences institutions recognizes that the Black woman's experience must be addressed specifically and not be subsumed under the concept of all women facing the same problems. Official networks to counsel and support mature minority women in transition from conditions of suburban isolation are provided. Help is provided in the form of community outreach and support services workshop series, training in women's studies and math anxiety reduction, understanding of racism and early sex role stereotyping, and presentation within a familiar and convenient setting. Announcement brochures are attached. Contains 33 references. (SM)

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ED306866

PROJECT TURNING POINT:

AN EDUCATIONAL EQUITY MODEL FOR MATURE MINORITY WOMEN

SUBMITTED TO:

U.S. DEPARTMENT OF EDUCATION
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
ATTENTION: 84.083B (SMALL GRANTS)
WASHINGTON, D.C. 20202

PREPARED BY:

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

OMB Approval No. 29-R0218

FEDERAL ASSISTANCE

2. APPLICANT'S APPLICATION	a. NUMBER	3. STATE APPLICATION IDENTIFIER	a. NUMBER
	b. DATE Year month day 19		b. DATE ASSIGNED Year month day 19

1. TYPE OF ACTION (Mark appropriate box)
- ☐ PREAPPLICATION
- ☒ APPLICATION
- ☐ NOTIFICATION OF INTENT (Opt.)
- ☐ REPORT OF FEDERAL ACTION

Leave Blank

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
- a. Applicant Name : Research Foundation/SUNY on behalf of
- b. Organization Unit : College at Old Westbury
- c. Street/P.O. Box : P.O. Box 210
- d. City : Old Westbury
- e. County : Nassau
- f. State : New York
- g. ZIP Code: 11568
- h. Contact Person (Name & telephone No.) : John Allen 518/473-0365

5. FEDERAL EMPLOYER IDENTIFICATION NO.: 14-1368361

6. PROGRAM (From Federal Catalog)
- a. NUMBER: 8 4 • 0 8 3 B
- b. TITLE: WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

Project Turning Point: An Educational Equity Model for Mature Minority Women

Kindly see Abstract for particulars.

8. TYPE OF APPLICANT/RECIPIENT
A-State; B-Interstate; C-Substate District; D-County; E-City; F-School District; G-Special Purpose District; H-Community Action Agency; I-Higher Educational Institution; J-Indian Tribe; K-Other (Specify):
Enter appropriate letter: I

9. TYPE OF ASSISTANCE
A-Basic Grant; B-Supplemental Grant; C-Loan; D-Insurance; E-Other
Enter appropriate letter(s): A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.): Nassau County, New York

11. ESTIMATED NUMBER OF PERSONS BENEFITING: 225

12. TYPE OF APPLICATION
A-New; B-Renewal; C-Revision; D-Continuation; E-Augmentation
Enter appropriate letter: A

13. PROPOSED FUNDING

a. FEDERAL	$ 26,925 .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ 26,925 .00

14. CONGRESSIONAL DISTRICTS OF:
- a. APPLICANT: 4th
- b. PROJECT: 4th

16. PROJECT START DATE Year month day: 19 83 10 01

17. PROJECT DURATION: 12 Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY ▶ Year month day: 19 83 04 25

15. TYPE OF CHANGE (For 11e or 11e)
A-Increase Dollars; B-Decrease Dollars; C-Increase Duration; D-Decrease Duration; E-Cancellation; F-Other (Specify):
Enter appropriate letter(s):

19. EXISTING FEDERAL IDENTIFICATION NUMBER

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code): U.S. Department of Education, Application Control Center, Washington, D.C. 20202

21. REMARKS ADDED ☐ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:

	No response	Response attached
(1)	☐	☐
(2)	☐	☐
(3)	☐	☐

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE: Dr. Clyde J. Wingfield, President
b. SIGNATURE: C. J. Wingfield
c. DATE SIGNED Year month day: 19 83 04 21

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED Year month day: 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
- ☐ a. AWARDED
- ☐ b. REJECTED
- ☐ c. RETURNED FOR AMENDMENT
- ☐ d. DEFERRED
- ☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

33. ACTION DATE ▶ Year month day: 19

34. STARTING DATE Year month day: 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE Year month day: 19

37. REMARKS ADDED ☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION
a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

PROJECT TURNING POINT:

An Educational Equity Model for Mature Minority Women

Abstract

There is a great need to have mature minority women adequately represented in four-year arts and sciences colleges as undergraduates. Although an arts and sciences degree does not guarantee advanced employment, most jobs which offer career ladders and upward mobility require a college education.

Essentially, minority women have been locked out of these mobile careers originally by discrimination along racial lines, and sex, and now by lack of adequate preparation in mathematics, the possible effect of "math anxiety." While Black women saw their own interests furthered by the civil rights movement, those activities were primarily male dominated. Black women have already noted that white society offers a dangerous model for Blacks. In spite of the success of the civil rights movement, there has been very little public discussion of the problems and concerns of Black women.

This proposed one-year educational equity project will encourage and support mature minority women to enter and succeed in four-year arts and sciences institutions by utilizing strategies drawn from a successful model, Project Turning Point, conducted at SUNY/College at Old Westbury since 1979. The strategies, processes, workshops offered, and motivational thrust will be documented in a "how to" manual, with slides, for effective national replication on other college campuses.

Unlike other programs encouraging college study, this project explicitly recognizes that the Black women's experience must be addressed specifically and not be subsumed under the concept of "all women" facing the same problems. To wit, the feminist consciousness speaks to the wider reality of sexism within this society. However, for Black women, we must simultaneously consider the racist aspect as well.

This program provides official networks to counsel and support mature minority women in transition from conditions of suburban isolation. The support offered, i.e., counseling, rap sessions, workshops (including sessions in alleviating math anxiety), will enhance networking of women. In addition, minority women who enroll in college may themselves be future community interns thus perpetuating the goals of the program and thereby serving the next group of mature minority women in the community.

PROJECT TURNING POINT: An Educational Equity Model for Mature Minority Women

Section I. Introduction

Project Turning Point is a program designed to significantly improve the enrollment and retention rates of mature minority women in four-year college institutions.

SUNY/College at Old Westbury, a nontraditional college dedicated to serving traditionally bypassed populations, proposes to bring to minority community women a series of workshops designed to identify areas of sexism and racism that prevent women from entering and succeeding in institutions of higher learning. Studies, as delineated in the Need Section, indicate that minority women have been locked out of mobile careers, originally by discrimination along racial lines, and sexism, and now by lack of adequate preparation in mathematics, the possible effect of "math anxiety." Hull, Scott & Smith (1982) noted that "only a feminist, pro-woman perspective that acknowledges the reality of sexual oppression in the lives of Black women, as well as the oppression of race and class, will make Black women's studies the transformer of consciousness it needs to be." Black women's experience must be addressed specifically and not be subsumed under the concept as "all women's" experience.

This proposed project will encourage and support mature minority women to enter and succeed in four-year arts and sciences institutions by utilizing *proven* strategies drawn from a successful model conducted at SUNY/College at Old Westbury since 1979. While there are programs in the catchment area, as well as nationally, which assist minority women in choosing career goals, they are mostly geared to vocational training programs which unfortunately do not yield significant job mobility.

This project will address the needs of racial and ethnic mature, minority women who do not have a college education, who have spent their lives as single parents, homemakers, and who are working women employed well below their economic and intellectual potential. It can safely be assumed that a four-year arts and sciences education would provide them with the academic background, self-esteem, and self-perception necessary to succeed in pursuing careers that are personally fulfilling, pay well, and have been traditionally withheld from them.

In essence, this project will encourage and support mature minority women to enter and succeed in four-year arts and sciences institutions by utilizing the following proven interaction strategies:

- community outreach and support services workshop series will be conducted by mature minority women student-interns who will serve as role models since they are successful college students themselves
- these student-interns will be trained in women's studies and mathematics anxiety reduction and will use their basic understanding of the problems of minority women in the community to support and encourage women throughout the workshop series and support services
- the aim of the women's studies and math anxiety workshops is to increase their understanding of racism and early sex role stereotyping and its resultant effects on the educational and career goals of mature minority women, and
- the entire program is conducted in a familiar, nonthreatening setting, at convenient times for the participants, and with the aid and support of a welcoming and encouraging institution of higher learning, the applicant.

SUNY/College at Old Westbury has expertise in conducting the proposed program due to its experience with Project Turning Point. This project was designed to train adult women students as intern-role models to "reach" into the Long Island community with the aim of helping these traditionally bypassed women in need of direction and encouragement to enter a four-year institution. The outreach, consisting of a series of workshops, was successfully conducted at libraries, women's centers and community organizations. The success of the program

was startling when it is considered that these women (approximately 900 since February, 1979) had spent approximately 15 years as homemakers or in low level jobs prior to attending the workshops. (Kindly refer to Support Documentation for letters from previous interns). In the proposed project, *total* emphasis will be placed on the *particular* needs of mature minority women, a population even in more need than those previously served by the project.

The State University of New York/College at Old Westbury is unique among State University colleges because of its mission to serve educationally disadvantaged students. It is distinctive among colleges nationwide because of its curriculum, which both addresses the educational needs and interests of students whose life experiences are not generally reflected in the orthodox canon of American higher education. The principle of social responsibility to which this college is dedicated demands no less.

Old Westbury is a four-year arts and sciences college, one of the sixty-four divisions of the State University of New York. It is relatively young, founded in 1968, and has grown rapidly. In the past nine years enrollment has increased from 571 FTE to 2,900 FTE, with an enrollment goal of 3,200 in 1985.

Old Westbury is the *only* four-year public college in Nassau County. Located 25 miles from New York City, it draws the majority of its largely minority student body from local Long Island communities and the metropolitan New York area. (Kindly refer to map on following page). Roughly *half* of all students are racial and ethnic minorities, over *fifty percent* are women and the average age is 26. Old Westbury's students are poor: *eighty-five percent* receive some type of financial aid, mostly in the form of need-based aid.

The contemporary literature on the psychology of mature minority women indicates that when mature women transition from the home, and from low paying jobs, in search of academic development, they are afflicted by a wide range of

inhibitions that effectively limit their options and choices made available by a college education. They customarily suffer from low self-esteem, anxiety about their age, fears about performance, and stereotyped assumptions about what they can or cannot aspire to. This leads to self-imposed limits on their goals and career aspirations. The problems of mature minority women are particularly acute in suburban isolation where few official networks exist to support minority women in transition.

Research notes that Black women feel their academic opportunities are limited in college, that there are barriers to their futures in higher education and a built-in isolation in an academic career. Black women have had very few role models or champions to encourage and assist them in their development. Black women have had to develop themselves on their own, with no help from whites or Black men, in order to "make it" in academic institutions. This has taken its toll on Black women in all areas of life and work (Carroll, "Black Women in Higher Education", 1982).

In recent years, growing numbers of minority women have sought-out consciousness raising groups to deal with issues of racism and feminism. A number of feminist theorists define consciousness raising as a feminist form of group process based on evaluating and interpreting an individual woman's conflict or discomfort in view of this culture's socialization of women rather than viewing problems as personal deficiencies or inadequacies. Consciousness raising is a means by which women have always talked and listened to one another and encourages not only risk-taking and involvement but also encourages personal change that makes political transformation and action possible (Gross, Klein, Smith & Smith, 1982; Nassai & Abramowitz, 1978). Hull, Scott and Smith (1982) support this consensus by maintaining that only through the experiences of supposedly "ordinary" Black women whose unexceptional actions enabled Black women and the Black race to survive will we be able to develop an overview and

analytical framework for understanding the lives of Afro-American women. They further maintain that the horrors Black women have faced historically, and continue to face as Black women in a white, male-dominated society, have implications for every aspect of Black women's lives.

A consensus of feminist theorists maintain that without consciousness raising intervention strategies, the lack of a pro-shift in feminist attitudes in adult women can be a source of conflict as women discredit their intellectual powers and view their misery as personal (Hull, Scott & Smith, 1982; Nassai and Abramowitz, 1978).

Minority women bear the double burden of racism and sexism. Middle class Black women in particular are becoming more sensitive to the obstacle of sexism as racial barriers begin to fall and as the bulk of the higher status, authorative positions received by Blacks have gone to men (Lewis, 1980). Furthermore, Lewis (1980) states that Black women are more often self-supporting than white women and are far more likely to carry single-handedly responsibilities for dependent children--these factors, together with their continued greater concentration in lower paying service-related jobs than either white women or Black men, cause poor Black women particularly to be vitally affected by matters of inadequate income and child care facilities, both major issues in the women's movement.

Section II. Documenting the Need/Knowledge of Similar Projects/Implementation Thrust

Black women in higher education are isolated, underutilized, and often demoralized.

Perhaps the most pervasive hindrance to equality of the sexes is the burden of stereotypes we all carry with us. Women, as well as certain minorities, are frequently the prime targets of such thinking. All through a woman's life, these perceptions can plague her, limit her, determine her self-image, what goals she will set, what career she will plan for, and how men will treat her.

A particular discrimination phenomenon is apparent on most national campuses: minority women feel isolated and confined on white campuses as they lack adequate and meaningful role models and peer support. All minority group members both male and female are, on the average, at an educational disadvantage when compared to white counterparts.

Contrary to many beliefs about Black women in higher education, the Association of American Colleges (1973) shattered many commonly held myths with the following findings:

- the educational history of Black people in the United States shows that initially females received *less* education less often than did Black males
- 1.2% of Black females and 1.3% of Black males 25 years or older customarily completes four or more years of college
- many more Black men than Black women attain advanced degrees
- even if racism disappeared today, Black women still face discrimination (unemployment rates and median earnings further demonstrate that Black women are affected by *both* sex and race discrimination)
- since education is a crucial factor in employment and earning power, the need for continued improvement in educational opportunities for Black women is clearly evident
- more Black men than Black women are currently in college, and

- unfortunately, *the median education level of Black women has not risen at the same rate as has that for Black males.*

The majority of minority women are single heads of households and must support themselves and children as well. Minority women have been a prevalent part of the sharply increasing labor force of all women since World War II. In fact, they have had a higher rate of participation in the work force than that of the white female worker. Nevertheless, they have lower educational levels and hold lower jobs, with lower rates of pay than that of white women and Black men.

Statistics bear out this relevant point: fifty percent of all Black women work in contrast to forty-two percent of all white women. As well, Black women work in substantially lower status jobs at lower pay than white women (Rossi & Sage, 1973). Hermon (1978) indicates that "about 46 percent of minority women were in white collar jobs in 1977, as compared with 66 percent of white women. On the other hand, a higher proportion of minority women (18 percent) than of white women (14 percent) were in blue-collar work." As well, it was found that a large proportion of minority women workers were in service occupations--35 percent compared with 19 percent for white women (a startling percentage difference).

Hermon (1978) seems to sum up the state of the Black woman worker by indicating that she is *still* on the bottom rungs of the economic ladder. Hermon feels that it is particularly important, therefore, for her to prepare for jobs that are in demand (like technical careers), that pay well, and that are personally fulfilling.

It is a widely held belief that while institutions of higher learning, particularly those focusing on arts and sciences, have been successful in attracting mature white women, they have not had the same impact on mature minority women. Although a liberal arts degree does not guarantee a good job, most of the employment opportunities which offer career ladders and mobility require, at a minimum, a bachelor's degree. Mature minority women have been, to all intents and purposes, locked out of these career patterns

particularly by discrimination and race/ethnic bias, but also by lack of education, including the phenomenon of "math anxiety."

In "Three's a Crowd: The Dilemma of the Black Women in Higher Education," (1973), it was highlighted that "while nearly all Blacks on white campuses often feel isolated and confined, it is the Black women who feel it most heavily" (Wille and Levy, 1972:76). Most Black women graduates surveyed confirmed the assertions of feeling locked-in socially, not being awarded leadership roles in Black student groups, not seeing impressive role models with whom to identify.

Rossi and Sage (1973) make a strong point of the following socio-economic finding:

> In talking with Black women undergraduates, I have noticed an almost fierce single-mindedness in their preparation for careers in 'traditional' areas, e.g., education, social work. With very few exceptions, they insist that they are fully prepared to pursue these careers despite plans for marriage. These findings are consistent with those found by Ladner (1971), Noble (1956) and others. Black women undergraduates feel the pressures of both racial and sexual discrimination, and choose education and the hard struggle of career mobility as the 'way out.' Yet, they have few role models with whom to identify in developing healthy self-concepts.

It must be emphasized that social, sexual, educational, and cultural barriers have prevented or disuaded women from entering technical fields which have long been characterized as the male domain. These inequities have existed for many years and have been altered little during the last fifty years. The Education Commission of the States in a final report to the National Institute of Education ("A National Assessment of Achievement and Participation of Women in Mathematics) dated December, 1979 reported that nationally "only one-tenth of one percent of engineers are women; only two percent of physicists are women; and only five percent of chemists are women." The final report to the NIE also stipulated that many factors work against women's educational equity or entry into technical fields. For example, a majority of technical pursuits require training in college level mathematics. Without such specific training, most women are barred. How-

ever, women's mathematics coursetaking deficiency begins long before college and they do not have the mathematics background or confidence in mathematics necessary for success in technical fields.

A review of the research findings on variables affecting women's participation and achievement in mathematics reveal interesting observations. Studies indicate there may be differences between males and females with respect to self-concept, confidence and anxiety in mathematics. Malcolm and Jacklin (1974) noted that general *anxiety* appeared to be common among females. *Tobias (1976) found math anxiety more prevalent in women and linked its fundamental cause to fear of failure; lack of parental or peer models and the curriculum emphasis in elementary school.*

While there is a general assumption that girls are inequally served in mathematics instruction, girls who are also economically disadvantaged and members of minority groups are customarily subject to double disadvantage/discrimination (Fennema, 1977). *In addition to the educational drawbacks associated with poverty, it is likely that many instructors have low expectations for students' achievement because of racial stereotyping. Thus, female minority students are under even less pressure to succeed in mathematics, whether the bias is expressed subtly or overtly.*

Can a mathematics intervention program with mature minority women have an effect on math anxiety? Can it increase their chances for greater employment opportunities? This is, as yet, a researchable question (Fox, 1980). However, many of the college-level programs designed to alleviate math anxiety have been shown to be effective (Handel and Davis, 1978; Frontwan, 1978; Baylis, 1979; Smith, 1979). These programs combined content work with counseling.

What kind of hands-on experience should be provided to mature minority women to improve their attitudes towards mathematics and subsequently their skills? Fennema (1977) reviews variables which have been hypothesized to be related to females performance in mathematics. An intervention program to help

alleviate the math anxiety of mature minority women must address many of these variables.

One cognitive variable that may account for sex-related difference in mathematics achievement is spatial visualization. "Spatial visualization involves visual imagry of objects, movement or change in the objects themselves or change in their properties" (Fennema, 1977). The superior ability of males to mentally manipulate objects has been shown to exist by adolescence in American culture (Macoby and Jacklin, 1974). Boys may outperform girls on these tasks because they are expected to participate in more spatially oriented activities (Sherman, 1976).

Another factor which may help explain sex-related differences in mathematics achievement involves cognitive style. Fennema (1977) argues that the blend of spatial and verbal skills used in mathematical problem-solving is a useful cognitive style dimension to explore. This hypothesis suggests that mature minority women students need more experience in verbalizing their thinking strategies, and in translating actions on objects into words.

In the affective area, stereotyping of mathematics as an activity more appropriate for males than females, seems to result in behavior differences at the high school level. It is likely that the effect is the cumulative result of years of experience with sex-biased instructional materials and career role models. *Jay and Schmincke (1975) found sex stereotyping to exist in elementary school mathematics textbooks.* Students need to be involved in experiences which heighten their awareness of sex and race biases in the instructional materials that are used.

Achievement motivation is closely related to sex stereotyping in mathematics. If mathematics is perceived as a male field, females are likely to have less achievement motivation in this area (Stein, 1973). Experience with female role-models in mathematics related careers may have an impact on this dimension.

Another area in the affective domain, which has been hypothesized to affect female achievement in mathematics, is the motive to avoid success. Although the research is inconclusive, Fenemma (1977) suggests that it would be profitable to explore the motive to avoid success in relation to various types of mathematical activities. It may be that competitive situations may inhibit female participation. This may argue for more experiences in cooperative learning groups for mature minority women in college.

Effective motivation, or intrinsic motivation, is another hypothesized variable related to sex differences. Again, research in this area is contradictory. Nonetheless, more experience in mathematical problem-solving is probably warranted since intrinsic motivation is so essential to mathematics learning.

In summary, the hypothesized cognitive and affective variables discussed here (Fennema, 1977) seem to indicate a need for the development of an intervention program for mature minority women which has the following characteristics:

- extensive explorations with manipulative materials
- experiences to encourage verbalization of thinking processes in problem-solving
- analysis of instructional materials for sex, age, and race bias
- experiences with role-model women in mathematics careers
- experiences with small, cooperative-group learning
- experiences in problem-solving, and
- supportive and ongoing experiences to build a trusting situation to encourage exploration of feelings and attitudes.

Old Westbury is aware that, on the national scene, there are similar projects funded by WEEA in the subject area, namely:

- Career Counseling Model for Educationally Disadvantaged Women
  Reading Area Community College, Reading, Pennsylvania

This project provides special vocational counseling for educationally disadvantaged women. However, it concentrates on the two-year college level.

- Black Women's Instructional Materials for Adult-Level Education Programs

The Feminist Press, located here on campus, has published a volume of Black women's studies, Some of Us are Brave, which this proposed model will incorporate into its program and library.

- Facilitate Re-Entry of Women Into the Economic Mainstream
  Rockland County Guidance Center, Nyack, New York

This guidance center has been funded to develop a self-help workbook, From Here to My Goal, which will also be of value to the proposed model.

- Counselors of Adult Women--Manuals/Source Books
  Chicago State University

This project has been funded to develop six manuals and source books for counselors. These will be incorporated into the project's library.

- Re-Entry Curriculum Guide for Adult Learners
  Brooklyn College, Brooklyn, New York

Brooklyn College has been funded to develop re-entry curriculum for adult women.

Each of these cited programs aids women by providing vocational counseling and instructional materials. The uniqueness of the proposed project and its distinct contribution centers on its:

- concentration on a four-year arts and sciences education
- use of peer support and role models, and
- use of information on sex role stereotyping and math anxiety to encourage mature minority women.

This project will utilize the skills of mature minority women who are community representatives and are currently in a liberal arts college. The model presented here can be replicated nationally as a *cost-effective* means of reaching into minority communities and presenting college education as a realistic and viable possibility for mature minority women.

A "how to" manual will be prepared at the project's termination which will thoroughly describe the internship training, math anxiety workshops, other workshop contents (psycho-social), details of the outreach effort, and final accomplishments of the program.

Section III. Defining the Objectives and Performance Standards/Time Frames

SUNY/College at Old Westbury proposes intervention strategies designed to increase educational equity opportunities for mature minority women.

The proposed project's overriding *goals* are enumerated as follows:

- to increase educational equity opportunities for racial minority women to enter and succeed in a four-year arts and sciences institution
- to provide training for minority college women to conduct outreach into the community and to experience community service in action
- to provide a variety of counseling services to mature minority women during their college career, thereby minimizing the attrition rate of these students
- to provide workshops in alleviating math anxiety, thereby increasing women's favorable attitudes and interests toward careers dependent upon mathematical computation, and
- to demonstrate the effectiveness of the proposed project in serving the community of mature minority women by their enrollment in a four-year institution and by maintaining their academic studies until completion of the course of study.

The following are the proposed project's objectives and performance standards which are to be utilized in order to attain/maintain the previously stated educational equity goals:

Objective:

1.0 To recruit, interview and select 20 minority women student interns already enrolled at the college to perform community outreach, to conduct appropriate community workshops once adequately trained by project staff, and to act as "big sisters" in support of minority community women attending workshops.

Performance Standards: (This objective is satisfactorily achieved when. . .)

1.1 By October 1, 1983, a Project Director (Ms. Gloria Kunen), a Community Organizer (Ms. Arlene Hamlett-Coleman) and a Math Anxiety Workshop Facilitator (Dr. Sylvia M. Roberts) are hired in accordance to the college's Affirmative Action and EEO guidelines.

1.2 Within 15 days of the commencement of the Fall academic year, 20 mature minority women on campus are recruited and enrolled in the project as Interns (at an "open house)

1.3 By February 15, 1983, these 20 mature minority interns will receive appropriate in-house training as defined in the Operational Plan

1.4 By the conclusion of the proposed five-month training period for interns which entails 20 in-service workshops (3 hour sessions each), these interns will be adequately prepared to enter designated communities in Nassau County and to act as trainers and "big sisters" (peer support) for outreached mature minority women attending community (on site) workshops

1.5 The 20 mature minority women interns will undergo 10 three-hour workshops in community outreach/peer counseling (psycho-social) and support services by both the Project Director and the Community Organizer, as well as 10 three-hour workshops in alleviating math anxiety by the Math Anxiety Workshop Facilitator

1.6 Once in-service training is completed, these 20 mature minority women interns will be prepared to enter designated local Long Island communities where substantial numbers of Black mature women reside (Westbury, Great Neck, Hempstead, Huntington, Glen Cove, etc.), and

1.7 As an inducement for participation and as a form of student credit, all interns who successfully complete the required workshops will be given a Certificate of Completion in Community Outreach and Alleviating Math Anxiety and will receive eight (8) credits from the Women's Studies Program.

Objective:

2.0 To enlist/recruit churches, public libraries, private homes, social clubs, block associations, and community organizations for cooperative advertising efforts and to subsequently have these entities provide meeting rooms at convenient times for minority women community participants.

Performance Standards: (This objective is satisfactorily achieved when. . .)

2.1 The Community Organizer, in conjunction with the Project Director, reach-out into the stipulated minority communities in order to recruit churches, public libraries, social clubs, block associations, private homes and other community organizations as interested participants in this proposed educational equity project for mature minority women

2.2 The Community Organizer will arrange for 10 sites as enumerated in Performance Standard 2.1; at each of these 10 sites there will be three workshop series during the months of February, March, April and May for a total of 30 community workshops; each workshop series will consist of five, individual three-hour sessions

2.3 The Project Director, Community Organizer and minority interns will recruit/enroll approximately 450 mature minority women in the stipulated workshops

2.4 On the average, 15 mature minority women will attend each of the proposed 30 workshops (peer counseling, rap sessions, women studies and math anxiety) for a total of 450 women in attendance

2.5 By January, 1984, Project Turning Point will, as well, establish an on-campus support group for mature minority women currently attending Old Westbury; formation of this group will ensure that support services are in-place for project participants enrolling at the college after the project period, and

2.6 By August, 1984, project staff will succeed in attracting and registering, at a minimum, 50 mature minority women as first-year students at Old Westbury or in other four-year college institutions.

Objective:

3.0 To modify and develop instructional materials and peer counseling activities which may be utilized by other communities to recruit mature minority women in four-year college institutions and to assure high retention rates, including enrollment in technical careers (math anxiety workshops will impact heavily here).

Performance Standards: (This objective is satisfactorily achieved when. . .)

3.1 By October 15, 1983, a packet of workshop materials (psycho-social and alleviating math anxiety) developed by the project staff is distributed to both interns and community participants involved in each workshop series (in-service on campus and out-reach into communities; the packets will be available for audit inspection)

3.2 Each packet includes a feedback form, as developed by project staff, on which participants are encouraged to record their perceptions of the usefulness of each workshop session and the accompanying packet (completed forms will be available for audit inspection)

3.3 The feedback forms are collected and tallied by the Math Anxiety Workshop Facilitator who will also serve as the Project Evaluator, and a summary is prepared for distribution to the project staff (summaries will be available for audit inspection)

3.4 One hundred copies are published on campus by June 30, 1984, of a consolidated "how to" training manual which incorporates materials from the peer counseling, community organization, psycho-social, and math anxiety workshops, reorganized and revised by the College's Grants Officer/Educational Writer (Rod J. Spence, M.U.P.),

as an "inkind contribution" (no cost to the project), predicated upon the project staff's and participant's experiences with the materials, and

3.5 Project Staff, in conjunction with Old Westbury's Office of College Relations, announces via press releases, PSAs, and flyers the availability of the training manual to colleges/universities/university centers within the SUNY system and others interested in replicating this mature minority women's educational equity project by August 1, 1984.

PROJECT TURNING POINT: An Educational Equity Model for Mature Minority Women

Section V. Qualifications of Key Personnel/Management and Fiscal Plan

With proposed staff members highly skilled in counseling, group interaction, women's studies, and mathematical expertise and strongly knowledgeable and committed to women's equity, SUNY/College at Old Westbury expects to accomplish the proposed project's stated objectives/performance standards in a thorough and efficient manner.

The proposed project will be ably administered by Gloria L. Kunen, M.S., who will report to Old Westbury's Vice President for Academic Affairs, Dr. Selby Hickey; other staff members (Community Organizer, Math Anxiety Workshop Facilitator and minority student interns) will report to the project director. Resumes of proposed key personnel for this project are to be found at the conclusion of this grant application.

Ms. Gloria L. Kunen, M.S.--Proposed Project Director (80% of work time)

Ms. Gloria L. Kunen is the originator of the Project Turning Point concept and has served as its director since October, 1979. As well, prior to this position, Ms. Kunen was director of the Women's Outreach Internship Program (a CETA grant) which trained adult women students as peer counselors and workshop leaders. In this capacity, Ms. Kunen designed women's career and educational workshops and developed appropriate community outreach and publicity. As well, Gloria was a lecturer at community women's organizations on "College and the Mature Woman." Ms. Kunen has an M.S. in counseling from C.W. Post Graduate Center and a B.A. from Old Westbury in Women's Studies. She is active in New York State N.O.W., the Long Island N.O.W./Nassau County Chapter, and Woman Kind.

Ms. Arlene Hamlett-Coleman--Proposed Community Organizer (30% of work time)

Ms. Arlene Hamlett-Coleman has an M.S. in reading from Queens College and her B.A. in Elementary Education from William Patterson College. Ms. Coleman has taught on the secondary and college level and is associated with the American Association of University Women, the League of Women Voters of Westbury, the Greater Westbury Coalition, the National Association of Negro Business and Professional Women's Club and the Sherwood Civic Association. Ms. Coleman is listed in Who's Who of American Women and is one of the Outstanding Young Women of America. While with the Westinghouse Learning Corporation, Arlene trained teachers and administrators in all aspects of PLAN (Program for Learning in Accordance with Needs), including school and classroom organization, material distribution and computer operation. She developed training materials and community organization reports.

Sherida Laverne Hare-----Math Anxiety Workshop Facilitator/Project Evaluator (External Consultant/per diem)

Sherida Laverne Austin Hare was awarded a B.A. degree in mathematics from the University of Chicago in 1970. She received a M.S. degree in mathematics from the State University of New York at Stony Brook in 1984. For three years, from 1981 to 1984, Ms. Hare was Math Specialist in the Learning Skills Center at the State University of New York at Stony Brook. In that capacity, she acted as supervisor and trainer of peer tutors for all Math study groups, Math study group leader, tutor, teacher, and academic advisor. Ms. Hare is presently a Math teacher for South Country School District in East Patchogue, New York. She is also an adjunct falculty at Suffolk County Community College in Selden, New York.

Section VIII. Project Budget and Cost-Effectiveness

SUNY/Old Westbury's project budget is adequate to support the intended activities and costs are reasonable in relation to the objectives of the project.

For the monies requested, SUNY/Old Westbury's proposed budget is adequate and it is cost-effective predicated upon inherent economies-of-scale. As well, it has a built in "multiplier effect" due to turn-key training of the participants.

This project will develop a model of nationwide significance for promoting educational equity for mature minority women. It is also aimed at alleviating double discrimination and math anxiety. Although no local "matching" funds are required, it needs to be stressed that SUNY/College at Old Westbury is providing "in-kind" services of an educational writer/editor for the "how to" manual preparation, and it will assume dissemination costs to other "sister colleges" in SUNY after the funded year of the project.

Specifics relevant to budgetary amounts are enumerated as follows:

Budget Category			
Line A	Personnel		
	Project Director, Gloria Kunen, M.S. (80% of work time)		$11,500.00
	Community Organizer, Arlene Hamlett-Coleman, M.S. (30% of work time)		4,000.00
	Secretarial (temporary services) (2 months duration)		2,000.00
Line B	Fringe Benefits (25% of personnel costs)		4,625.00
Line C	Travel		200.00
Line E	Supplies		300.00
	Office Supplies ($100)		
	Instructional Materials ($200)		
Line H	Other		3,150.00
	Math Anxiety Workshop Facilitator/Project Evaluator Dr. Sylvia M. Roberts	$2,300.00	
	10 math anxiety workshops @ $100/day	1,000.00	
	3 all-day math anxiety labs @ $100/day	300.00	
	10 all-day evaluation sessions @$100/day	1,000.00	

Purchase of Evaluation Instruments	50.00
Printing, Photocopying & Binding of workshop packets and 100 copies of "how to" manual	400.00
Telephone	300.00
Postage	100.00
Indirect costs: 8% of salaries (predetermined)	1,400.00
TOTAL WEEA FUNDS REQUESTED:	$26,925.00

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PART I. COVER SHEET: IDENTIFYING INFORMATION

1. Name and Address of Grantee

Research Foundation SUNY on behalf of
College at Old Westbury
P.O. Box 9
Albany, New York 12246

2. Application No: 083AH30545
3. Grant No: G008302948
4. Award Amount: $27,225.

5. Project Director: Gloria Kunen MS
6. Priority: 745.24
7. Starting Date: 10/01/83 Ending Date: 09/30/84
8. a. Continuation: b. Extension: 12/31/84
9. Level of Education:

____ Elementary
____ Secondary
X Post-Secondary
____ Graduate
____ Continuing and Adult

10. Target Population: mature minority women
11. Number of Project Participants: 224
12. Project Purpose:

____ Development and/or Evaluation of Curriculum Materials
X Pre-Service/In-Service Training
____ Research and Development
X Guidance and/or Counseling; Instrument Development
____ Continuing Education for Unemployed or Underemployed women & girls
____ Expansion and Improvement of Existing Educational Programs in:

____ a. Vocational Education
____ b. Career Education
____ c. Physical Education
____ d. Educational Administration

STATE UNIVERSITY OF NEW YORK/COLLEGE AT OLD WESTBURY

PROJECT TURNING POINT PART II

SECTION A. COMPARATIVE ANALYSIS OF PROGRESS

To systematically report the progress of this program, the achievements for each Performance Standard as listed in the approved Plan of Operation are discussed below.

OBJECTIVE 1.0: To recruit 20 minority women-student interns and to staff the program.

Performance Standard 1.1 - Staff

As projected, the Project Director secured the services of Ms. Arlene Hamlett-Coleman as Community Organizer. The original Math Anxiety Facilitator became unavailable but the program was fortunate to obtain, as Math Anxiety Facilitator, the services of Ms. Sherida Hare of SUNY Stony Brook Math Center, and Dr. Diane Harriford, Adjunct Sociologist Professor at SUNY, Old Westbury, as evaluators. Resumes of these new staff personnel are attached as addendum 1. The three staff personnel are minority women who have acquired substantial academic credentials and have, at the same time carried out women's usual role as wives, mothers and duties too numerous to list here. These people were ideal role models for the community women that Project Turning Point intended to reach and encourage to choose the educational process for enhancement of their opportunities in life.

Performance Standard 1.2 - Enrollment of 20 Mature Women

As originally projected in the proposal, 20 mature student-interns were recruited and enrolled in the program at Fall registration. However, due to the government fiscal year beginning October 1, there was no time to be thoughtfully selective. As a result five students proved incapable of continuing successfully. Therefore, only fifteen student-interns proved to be capable of conducting

the outreach planned to take place in the Spring of the school year. Three hispanic women, eight black and four caucasian women, ranging in age from 28 to 62, participated in the program. Six women in the program had full-time jobs, three in part-time employment and the remainder were student-homemakers. Those that were employed worked in low paying dead-end jobs. All the women were mothers, wives and/or single parents. All the women were struggling with the problems of school and family. These women were ideal role models for grass root community women having been in the same place before attending college. All the women felt very positive about the advantages of a college education.

Because only 15 women participated in the outreach in the Spring semester, instead of the 20 women anticipated, the majority of the class volunteered to conduct more workshops that originally agreed upon.

Performance Standard 1.3 - Training

Twenty mature interns received appropriate in-house training by February 15 as defined in the operational plan. One of the most important aspects of the training resulted from the racially mixed constitution of the student-intern group. Because of the consciousness raising techniques of the training, concentrating on issues of racism and sexism, the walls of racism virtually crumbled as woman began to identify with each other. Women found that they were women first regardless of race or class. Women formed interracial friendships outside the classroom. This racially mixed support system gave these mature college students more motivation to finish their education, try new subject (mathematics), delve into new career options and develop new self confidence and self esteem. With this new networking and sisterhood, they were indeed ready to act as big sisters and facilitators of workshops given to community women.

Performance Standard 1.4 - Five Month Training Period

Training as stated in the original performance standard would be accomplished by 20 in service workshops (3 hour sessions each). This could not be achieved within the specific time frame. The semester at SUNY, Old Westbury, is of four month duration with a six week semester break. Students were not willing to continue their training into their "vacation" time due to the pressures of family, work, child care and transportation problems. A plan was devised with the cooperation of the students and staff to complete the training during the time frame of the semester by extending the hours of each training session.

Performance Standard 1.5 - Time Period of Each Training Session

Because of the 4 month limitations of the training period, four hour workshops concentrating in community/peer counseling (psycho-social) and support services were conducted by the Director, guest faculty lecturers, and the Community Site Organizer, replacing the 10 (3 hr.) sessions as originally planned. Six math anxiety workshops of 5 hours duration were conducted by the math facilitator instead of the ten (3 hour) sessions as originally planned.

Performance Standard 1.6 - Intern Readiness to Enter Community

Fifteen student-interns, instead of the original 20 interns, were prepared to enter the Community. Because of the interracial mix of the intern-students, intergrated teams were paired to facilitate workshops in the community.

Performance Standard 1.7 - College Credit and Certificate of Completion

Eight credits from the American Studies Department (Women's Studies) were given to the interns who participated and a Certification of Completion in Community Outreach and Alleviation of Math Anxiety.

OBJECTIVE 2.0: To enlist/recruit community sites, prepare cooperative advertising effort and to provide meeting rooms at convenient times.

Performance Standard 2.1 - Recruitment of Community Sites

The following 30 sites were recruited by the community organizer in conjunction with the project director.

Board of Cooperation Extension Services (Cornell)
European American Bank, Roosevelt, N.Y.

Probation Dept. Community Services Div.
Hempstead, N.Y.

Powerhouse Church of God in Christ
Roosevelt, N.Y.

Hempstead Community Action Program, Inc.
Hempstead, N.Y.

Westbury Jr. High School
Westbury, N.Y.

Hempstead Library
Hempstead, N.Y.

Wyandanch Library
Wyandanch, N.Y.

Port Washington Library
Port Washington, N.Y.

Nassau Girl Scout Council
Garden City, N.Y.

Lakeview Library
Lakeview, N.Y.

Westbury School Dist. Part Avenue School
Westbury, N.Y.

Hispanic Counseling Center
Hempstead, N.Y.

Brentwood Library
Brentwood, N.Y.

Freeport Library
Freeport, N.Y.

Glen Cove E.O.C.
Glen Cove, N.Y.

Inwood Lawrence School Dist., P.S. #4
Inwood, N.Y.

Lawrence School District
Cedarhurst, N.Y.

Clover Drive Adult Center
Great Neck, N.Y.

Queen of the Most Holy Rosary School
Roosevelt, N.Y.

Westbury Library
Westbury, N.Y.

Lakeview Lioness Club
Lakeview, N.Y.

Grand Street School
Westbury, N.Y.

Cooperative Extension Services
Plainview, N.Y.

Afro-American Heritage Association
Westbury, N.Y.

Bilingual Coordination Lawrence H.S.
Cedarhurst, N.Y.

Centro Hispanidad
Long Beach, N.Y.

Head Start E.O.C. Ofc.
Hempstead, N.Y.

Jean Wyatt Intern Home Workshop

Amityville Public School
Amityville, N.Y.

Freeport Housing Project
Freeport, N.Y.

Performance Standard 2.2 - Timeframe of Workshops

Three workshop series were performed during the months of February, March, April and May for a total of 30 community workshops. Originally the series of workshops called for three workshops concerning psycho-social issues and one math anxiety workshop and one "open-house" to a series. Due to the limited transportation available to the community women, family commitments, job schedules and child care difficulties, the "open-house" and math anxiety workshops were presented in a one day all encompassing workshop.

Performance Standard 2.3 - Community Outreach

It was originally projected that four hundred and fifty minority women would be processed through the workshops and that fifty women would enroll in college. Approximately one-half of these objectives were met in that two hundred and twenty four women were processed and, to date, twenty three have registered. Enrollment is continuing, however, and these numbers will increase prior to the end of the program year.

The following problems, we believe, explain the shortcomings of the results.

(1) Povertization of minority women. Lack of money, transportation, child care, etc. make a college life impossible for many minority women.

(2) Hostility of male leaders of various communities. Male leaders were uncooperative. Male leaders in churches did not encourage participation. In fact, one church leader insisted upon being present at workshops thus inhibiting the women participants.

(3) Public Libraries were not fruitful community sites because we found that minority women do not frequest them.

Ms. Coleman, Community Organizer, developed some unique strategies for recruiting minority women.

Well attended workshops were possible only with the positive support of concerned women leaders of minority organizations. These women knew their clientele and would screen the women beforehand and hand pick those she thought suitable for participation in the program. As a result these workshops were well attended regardless of weather. Advertising alone was not productive except in one case - flyers sent home with school children, enclosing a return slip as a registration form for the workshops, proved to be a successful practice.

It was anticipated that fifteen mature women would attend each of the proposed workshops for a total of 450 women. As stated in Objective 2.3, approximately one half of this number was met and the workshop population reflected these numbers. Numbers in individual workshops varied from 25 to as little as 2 or 3 women or workshops were cancelled because of inclement weather.

Performance 2.5 - Support Groups

An on campus support group for mature minority women was established and was well attended. Three workshops were conducted as defined in the operational plan at specific times suitable for minority women, i.e., weekday evenings 6:30 - 8:30 PM, Sunday afternoon at 2:00 PM and Saturday mornings at 10:00 AM.

Performance 2.6 - 50 Women Registered (See OBJECTIVE 2.3)

OBJECTIVE 3.0: To Develop Instructional Material and Peer Counseling Activities.

Performance Standard 3.1 and 3.2 - All of the printed material, questionnaires, reports, etc., listed below are to be included in the manual with qualifying discussions.

Two separate packets of material were handed out; below is a list of each item or form that was distributed or prepared during the program.

Packet I - Workshop Materials for Psycho-Social Issues

1. Background information on each Student-Intern.
2. Literature to be read by Student-Interns - Short essays and articles of special concern.
3. Statement of issues to be discussed in each of three separate workshops to be run by Student-Interns in their community outreach.
4. Separate Journals by Student-Interns in response to following questions:

Workshop I - Sharing & Support

a) Who am I?

b) How did I get here?

c) Where do I want to go?

Workshop II - Growing Up Female

a) How did you spend most of your time when you were a girl?

b) What was your teacher's/guidance counselor's expectations of you?

c) Do you feel they had different expectations of male and female students?

WORKSHOP III - Taking Control of Your Life

a) Family Concerns - What about my children; what about spending money on myself? Fear of family criticism.

b) Personal Concerns - Fear of not being able to concentrate; fear of not being able to talk in classroom; fear of rejection, criticism and blame.

c) Math Anxiety - I can't do it; I'm not smart enough; I can't go into a technical field; I can't do Math.

5. Student-Intern Evaluation Questionnairs for each Workshop.

6. Clients Information Sheets distributed to each Community Participant.

7. Client Workshop Questionnaires - Evaluation of Workshop by Clients.

8. In conjunction with 7, Student-Intern Workshop essays in response to Specific Questions.

PACKET II - Workshop Materials for Math Anxiety Program

1. Background Information
(same as Item 1, Packet I).

2. Math Anxiety Inventory - A questionnaire filled out by Student-Interns which helps them to understand their anxiety towards Mathematics.

3. Literature concerning Math Anxiety were distributed. Text books were studied to indicate sex, race and age bias.

4. Feedback Questionnaires concerning Math Anxiety Workshops were distributed to Student-Interns.

5. Summary & Outline of Contents of Math Anxiety Workshops conducted for Student-Interns.

    A. Summary of Psycho-Social Issues.

    B. Outline of Instructional Content.

6. Client Information Sheets (same as Item 6, Packet I).

7. Feedback Questionnaire concerning Math Anxiety Workshops were distributed to clients.

SECTION B. EVALUATION OF PROJECT OPERATION AND OUTCOME

Two kinds of evaluation to determine the effectiveness and potential replication of the activities planned in the proposal were to be utilized: a) formative evaluation and b) summative evaluation.

The formative evaluation was to include workshop observation (on site and at Old Westbury), periodic individual and collective evaluation sessions and weekly feedback forms. This information was to be used to modify and improve the appropriate segment of the project and to facilitate decision-making in an effort to strengthen identified weaknesses.

Some workshops were observed on site as well as at Old Westbury to provide sense of the ongoing effects of the program. An attempt was made to find representative workshops, although workshops varied from community to community. A few workshops were not well attended, women in some workshops were more "ready" for the workshops than others and the rapport varied from formal to intimate. In addition, at least three community women were randomly selected each month and were interviewed to provide the project with some quality control. We wanted to find out whether the workshops were "working" and if many of the issues we felt were important and interesting were being discussed. We also were interested in the reception the interns received in the community. Were they welcomed or were they seen as intruders? Finally, we collected weekly feedback forms to get a brief overview of each workshop.

The purpose of the summative evaluation was to allow the project to develop a bank of behavioral data to be used in future projects. This was to include a project developed test of understanding of women's studies concepts to be administered to both student interns and community participants, a project-developed

test of understanding of mathematics concepts to be administered to both student interns and community participants, the Fenneman-Sherman Composite Math Anxiety Scale, and an attitudinal instrument to be developed by the project and administered to both student interns and community participants and to a comparison group.

This type of summative evaluation was not conducted because we found that both the interns and the community women resisted what they perceived as excessive testing. As it was, it was difficult to get them to respond to the weekly feedback forms. Other forms that simply wanted demographic information were also reluctantly returned. Moreover, it was not possible to find a comparision group of interns and community women, especially since we were unable to pay them for their participation. Thus, we had to rely on alternative measures to determine if the project had a long range effect on the community women and the interns.

We thought it more effective to ask the interns to keep a weekly journal that we would collect at the end of the project and,in addition, ask them to submit a final evaluation at the termination of their participation in the project. Registration at Old Westbury or another college by any of the community women was the only realistic criteria we could effectively use to measure the project. In light of both groups resistance and unfamiliarity with objective tests as well as the spotty attendance of many of the community women, the latter evaluation procedures seem more appropriate, even though not as comprehensive as those envisioned when the project was planned.

Our first on site observation of the workshops began in early November at a community CEOC close to the college. This workshop was led by an interracial pair of interns. There were about 15 Black and Hispanic women from the community, ranging in age from 18 to 62. They seemed pleased and somewhat amazed that

anyone would come to their community to talk about women's issues and also anxious to share their own life stories with other women. Although, college as an option was mentioned, many of them simply needed a place to come talk about their fears and problems.

Two weeks later we visited a site at a church. This group was also led by an interracial pair. The attendees were Black women and the minister of the church. His presence served as an inhibitor and thus, this workshop lacked the intimacy of the first one we visited.

Finally, we went to a library in the nearby community. This workshop was led by two Black interns and the few women attending were older, middle-class White women. They were receptive to the interns, but appeared not to be interested in attending college. They appeared to have come to the library because that is what they habitually did on Wednesday night.

We visited a few more workshops in the following months and found that most of them were similar to the workshops described above. Some of them concentrated on the attitudinal and behavior manifestations of low-self esteem and were quite intimate, others for reasons of location, the presence of hostile individuals or too few individuals were more formal and still others were less well focussed.

On the other hand, when we observed the on site workshops, we found that the Math Anxiety workshops were well attended and nearly everyone could relate to the material. Community women enjoyed coming to the campus and, in most cases, were attentive and interested in the presentation.

When we interviewed community women, we did find that the Math Anxiety Workshops were an overwhelming success. They immediately understood the impact of Math Anxiety on their lives. In addition, this was something that most of them had never heard about.

When we asked about the community workshops, the responses were mixed. Many of the women felt that there was not adequate time to discuss all the issues that were brought up. They wanted to meet more often, to go into issues in depth. Others were thrilled to have the chance to have even an abbreviated conversation about these issues. Some felt that the interns did not understand that they had childcare problems and transportation worries that made it difficult for them to even attempt to attend college. Many of them had problems in all areas of their lives and wanted to find something more concrete at the workshops such as job counseling or referrals to social service agencies. Several of the women mentioned that it was difficult for them to attend night time workshops and wanted us to schedule workshops in the afternoon. We were able to do this toward the end of the project.

While the workshops in the communities and on campus were generally successful, we found that there were problems that were unique to the project and other prob that were particular to the population we were trying to reach. One of the project's major problems was its inability to reach the numbers of women we had hoped to reach. This was the first time the project attempted to visit minority communities and we did not have a list of contact people. We often had to call people cold to ask them if we could come into their church or community center. Although we advertised in many areas, we found that we were able to get the greatest number of attendees in those areas where we had a direct, sympathetic link to a person from the community. This was often an EEOC director or someone that the interns knew. Even though we did not meet serious resistance, the workshops that were best attended were those that were set up with the support of a person in the community. For the future, the project has compiled a list of contact persons that will serve as a liaison

between the project and the community.

In addition, we found that, as mentioned earlier, minority women we did reach were often unable to think about going to college. Many of them had financial burdens, childcare problems or other domestic problems that made college attendance impossible or at least a low priority. We felt that the project would have been strengthened if we had been able to provide some type of assistance in these areas. To mention that TAP and BEOG are financial assistance that is available is not sufficient. A workshop could have been devoted to the "nuts and bolts" of applying to college, financial aid, possible childcare options and transportation alternatives. There was some mention of these issues in the open houses at the College, but more time could be devoted to these issues. These women, unlike White middle-class women who usually participate in Project Turning Point, had as serious objective barriers as subjective barriers to college attendance.

When we analyzed the interns weekly journals, we found that the biggest change among the interns was their commitment to work with women. Initially, many of them discussed the mechanics of running a workshop and the fears they had that they would not be able to get in front of a new group of women and speak. Yet, as the Project progressed, many of them seemed to have a deeper commitment to women and to gain a greater understanding of the barriers to women's achievement. They mentioned over and over again that they realized that they had a message to give and that the number of women who could benefit from their experiences was vast. They were anxious to take what they had learned about women and what they had gained from their experience as interns to a wider audience. Theory and practice appeared to merge.

Finally, for those interns who were in interracial pairs, they remarked consistently about the effect working in an interracial

couple had on their ability to identify with a woman of a different race. They felt that this experience made them understand what "sisterhood" actually meant because it was often the first inter-racial friendship they had made. It was also for many White women, the first time they had had to address a group of Black women as equals.

To date there are 25 community women from the workshops who have applied to Old Westbury and each of them points to these workshops as a stimulus for their return to school. Over the next year, the project will closely monitor their progress and assist them in any way that it can.

PROJECT TURNING POINT: WHAT'S IN IT FOR YOU?

WHAT IS PROJECT TURNING POINT?

- It's a series of community-based workshops primarily designed to help mature minority women enter and succeed in four-year colleges.
- It's designed to reach the grass-roots woman, the housewife, the displaced homemaker, the single parent, and/or the woman locked into a low-paying, dead-end job, who's had little or no chance to get a college education.
- It consists of workshops devised to help women understand early sex-role stereotyping and its repressive effect on the educational and career goals of women.
- It explores experiences common to all women, so that each woman can discover that her fears and anxieties are shared by many others and can be eliminated.
- Its workshops are sharing and nonjudgmental. They are designed to help women dispel fear of higher education and develop a positive self-image.

WHO CONDUCTS THE WORKSHOPS?

- Leadership in the project is provided by adult women interns who have themselves returned to school and who thoroughly understand the specific needs of women like yourself.
- The interns are trained in women's studies and in the societal problems of midlife women seeking change. They have learned to deal with the very basic problem of encouraging women with little or no college education to develop self-esteem and self-perception through education.
- The program is run by peers—women who understand your problems and self-doubts because they've already been where you are now.

WHAT WILL PROJECT TURNING POINT DO FOR YOU?

- Provide the support and friendship of other women who share your concerns.
- Let you explore sex-biased educational materials and open your eyes to ideas you may not have considered before.
- Help build your self-confidence and gain feelings of self-worth.
- Make you feel comfortable with math and thereby open career options that may never have seemed available for you.
- Help you take control of your life—perhaps for the first time.
- Give you information on college admission and financial aid opportunities.
- Make you say, "College . . . for me?" and then answer, "YES, I can do it!"

TAKE A LOOK . . .

- Be a college student for a day.
- Visit Old Westbury, sit in a classroom, and tour the campus with the workshop leader.
- Discuss financial aid with a counselor.

For information or an appointment, contact:

Ms. Gloria Kunen, Director
Project Turning Point
c/o American Studies Program
SUNY/College at Old Westbury
Old Westbury, L.I., New York 11568
(516) 876-3103

STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
OLD WESTBURY, LONG ISLAND ● NEW YORK 11568

NP1510(0185)1M

PROJECT TURNING POINT ANNOUNCES . . .

A NEW PROGRAM DESIGNED TO ENCOURAGE AND SUPPORT

MATURE WOMEN TO ENTER AND SUCCEED IN FOUR-YEAR COLLEGES

NEEDED: MATURE WOMEN TO BE TRAINED AND TO LEAD WORKSHOPS

ESPECIALLY NEEDED: MATURE MINORITY WOMEN TO BE TRAINED AND TO LEAD WORKSHOPS

EARN: 8 CREDITS AND A CERTIFICATE OF COMPLETION DURING FALL/SPRING 1983-84 SEMESTERS

PROGRAM STRUCTURE:

- Training given during Fall Semester, Wednesdays, 6:10 p.m. to 9:40 p.m.
- Field experience takes place in Spring Semester. Participants to lead workshops on campus and in various communities.

PROGRAM ACTIVITIES:

- Community outreach: Workshop series and support services conducted by student interns who will be trained to serve as workshop leaders, role models, and "big sisters."
- Training of interns: Includes classroom lectures and seminars on sexism, racism, math anxiety reduction, role playing, and networking, all aimed at supporting women on Long Island who are at a crossroads in their lives.
- The workshops are intended to increase the understanding of racism and early sex-role stereotyping and its effect on the educational and career goals of mature women.

PREREQUISITES:

- An interest in women's issues and women's lives
- 25 years of age or older
- 24 recent college credits

TO REGISTER FOR FALL SEMESTER:

- Sign up for course number AS4433-001, 4 credits, Project Turning Point, Rosenthal, W, 6:10-9:40 p.m., Rm. H207.
- Register August 30, 31 or during Add/Drop period, September 6, 7, 8, and 9.

ADDITIONAL INFORMATION:

- Informational "Open House" for prospective student leaders will be held in the Women's Center, Bldg. 8, Tuesday through Friday, September 6, 7, 8, and 9, 1983, from 2:00 p.m. to 6:00 p.m. Come when you can and meet Ms. Gloria Kunen, program director, and Ms. Arlene Coleman, community site organizer.
- Call (516) 876-3103 if you need more information.

State University of New York / College at Old Westbury

Old Westbury, Long Island, New York 11568

RP1139/1129(0883)4C

College? Who Me?

Are you in a Low paying, dead-end job ?
Children all grown up ?
Single Parent ?
Recently Divorced or Widowed ?
Want to get ahead ?

If the answer is — YES ☑

Register for: **Project Turning Point**

PROJECT TURNING POINT is a series of workshops, primarily for mature women who have a desire to attend college. The program is run by peers, women who understand your problems because they have already been where you are! Workshop series is offered free of charge.

* **Project Turning Point**

W.E.E.A. Grant Program
S.U.N.Y./College at Old Westbury
Gloria Kunen, Project Director.

Workshops will be held at this location:

Freeport Library
April 4, 11, 25
7:30 - 9:30

Return to your child's school by March 30th

Name: _____

Address: _____

Phone: _____

—— **Yes, I will attend Project Turning Point on April 4th, 1984.**

—— **No, I cannot attend. Contact me about other Workshops.**

College? Who Me?

Build Self Control

Take Control of Your Life!

Are you in a Low paying, dead-end job ?
Children all grown up ?
Single Parent ?
Recently Divorced or Widowed ?
Want to get ahead ?

If the answer is — YES ☑

Register for: **Project Turning Point**

* **Project Turning Point** is a series of workshops, primarily for mature minority women who have a desire to attend college. The program is run by peers, women who *understand your problems* because they have *already been where you are!* Workshop series is offered free of charge.

Workshops will be held at this location:

_____

_____

Dates: _____

Time: _____

Contact Person: _____

*** Project Turning Point**

W.E.E.A. Grant Program
S.U.N.Y./College at Old Westbury
Gloria Kunen, Project Director.